

REVISED 4/1/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Julie Curry and Ms. Jo Roberts
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jefferson Elementary School
(As it should appear in the official records)

School Mailing Address 406 Cottonwood
(If address is P.O. Box, also include street address)

Norfolk Nebraska 68701-1039
City State Zip Code+4 (9 digits total)

County Madison School Code Number* 59-0002-004

Telephone (402) 644-2546 Fax (402) 644-2548

Website/URL http://www.norfolkpublicschools.org/ E-mail jcurry@npsne.org
jroberts@npsne.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Julie Curry and Jo Roberts Date Feb. 1, 2005
(Principal's Signature)

Name of Superintendent* Dr. Randy Nelson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norfolk Public Schools Tel. (402) 644-2504

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Randy Nelson Date 2-1-05
(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Bradley Krivohlavek
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Brad Krivohlavek Date 2-1-05
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-------------|---------------------|
| <u>9</u> | Elementary schools |
| <u>1</u> | Middle schools |
| <u>1</u> | Junior high schools |
| <u>1</u> | High schools |
| <u> </u> | Other |
| <u>12</u> | TOTAL |
2. District Per Pupil Expenditure: \$7,172.43
- Average State Per Pupil Expenditure: \$7,476.43

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural
4. 7 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	17	25	42	8			
1	25	18	43	9			
2	22	21	43	10			
3	13	13	26	11			
4	22	14	36	12			
5	16	21	37	Other			
6	14	16	30				

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-----|----------------------------------|
| 58 | % White |
| 5 | % Black or African American |
| 33 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 4 | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 20%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	22	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	31	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3)	53	Subtotal of all transferred students [sum of rows (1) and (2)]	
(4)	271	Total number of students in the school as of October 1 (same as in #5 above)	
(5)	20%	Subtotal in row (3) divided by total in row (4)	
(6)	20	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 21.3 %
59 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Arabic, Nuer
9. Students eligible for free/reduced-priced meals: 58.3 %
 Total number students who qualify: 161

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
41 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>21</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
	<u>1</u> Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u>2</u>
Classroom teachers	<u>13</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>13</u>
Paraprofessionals	<u>1</u>	<u>11</u>
Support staff	<u>2</u>	<u>5</u>
Total number	<u>19</u>	<u>33</u>

12. Average school student-"classroom teacher" ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95.51 %	95.64 %	95.84 %	%	%
Daily teacher attendance	94.20 %	96.75 %	95.07 %	%	%
Teacher turnover rate	3 %	4 %	5 %	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY Snapshot of the School

“Jefferson School is a community of students, families, and staff whose members encourage and help each other to grow, to reach full potential, and to maintain a nurturing environment where individual differences are appreciated. The families and staff work together and help students accept the responsibility for their own learning and to experience the joy of their successes.” (Jefferson School Vision)

Jefferson Elementary School is a K-6 facility providing regular education and special education for approximately 270 students. Jefferson is also the regional site for deaf education, and a district site for English Language Learners.

The staff includes two part time administrators, thirteen certified teachers with Masters Degrees for a total of eighteen certified teachers. Eight certified traveling specialists and a traveling nurse work with our students. The full time counseling position is shared by two counselors. Eighteen part-time classified staff members which includes ten classroom paraprofessionals, two English Language Learner paraprofessionals, and one deaf interpreter. Full-time classified staff includes a secretary and custodian.

To meet the needs of our students we have several special programs at Jefferson. They include English Language Learning, Deaf Education, Speech Therapy, Physical Therapy, Vision Services, Occupational Therapy, Challenge Gifted Program, Reading Recovery, Title One Reading, Student Leadership Council, The Stop and Think Social Skills Program, as well as, a program presented by Nebraska State Patrol. Our primary classrooms are designed to meet the needs of each child. The flexibility in learning the basic skills of a language arts curriculum allows each child be successful learners at a very early age. Through the coordination of services all teaching staff work towards this important goal for our students. To capitalize on the success of our primary team, our intermediate teachers have recently begun meeting to discuss authentic assessment and assessment practices.

We challenge our students to make positive contributions to society by being responsible citizens who are flexible and accountable for their learning as a life-long skill. They are encouraged to develop an appreciation for the arts and explore future career opportunities.

Jefferson uses a program called Stop and Think. It is a way of displaying positive attitudes and actions that exhibit a sense of caring for self, others, and the environment. The focus of this program is on learning skills for social situations that are used consistently throughout our school. This program also gives students the needed skills to address interpersonal, problem-solving, and conflict resolution. This is a way for students to become more effective self-managers, which will help them at school, at home, and in the community. A school-business partnership with the local HyVee store provides active leadership, support, and incentives for the students.

The diversity among our student population is global which includes students from Somalia, Sudan, various Central American countries, and Mexico. Additional ethnic groups of students include Native Americans and African Americans. So, an important aspect of our school is to help students acquire communication skills that will recognize and appreciate the differences in human relations and other cultures. To accomplish this task each student and employee is responsible for positive actions that demonstrate community citizenship. This is expanded to learning and accepting national and global responsibilities.

To meet the varied needs of our students we have monthly Student Assistance Team (SAT) meetings. These meetings are a way to involve parents, teachers, administrators, interpreters, community counselors, school counselors, and community agencies. Many of our students need to have the help of a varied support team to help them become successful learners and responsible people to society. This team has been very successful with many of our students

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Jefferson Elementary School participates in the state of Nebraska's Reading and Math Assessment Process. Nebraska has a unique system of assessing standards. In the Nebraska model individual school districts develop their own assessments and the state rates the assessment and the process the school district used in developing and scoring the assessments. Jefferson's school district, the Norfolk Public Schools, received the two highest ratings possible for its assessments. In the area of Reading/Language Arts the school district received a Very Good rating and in the Math assessment the district received an Exemplary rating. Information on the state assessment system can be found on the following web site: <http://reportcard.nde.state.ne.us/>. Performance levels were determined by using a process referred to as "Book Marking." In this process all test items for both the Reading and Math assessments were arranged from easiest to most difficult. A panel of fourth grade teachers examined every test item on the reading test and the math tests. The items were examined starting from the easiest and ending with the most difficult. Beginning with the first (easiest test item) the teacher panel determines if the typical "C" student could answer the item correctly. If so, the panel proceeds to the next test item. If the average "C" student cannot answer the item without assistance, then this point in the assessment becomes the level of proficiency or what is typically referred to as the "cut-score." To meet proficiency, students must answer a total number of questions determined by the "cut-score."

READING. Jefferson Elementary students take the district Reading/Language Arts assessment yearly. The assessment encompasses basic reading skills such as 1) identifying essential facts/ideas, 2) applies knowledge of fiction and non-fiction, identifies similar ideas, and acquires an advanced vocabulary. Students must score at least 51% to be proficient. As a check to compare how well Jefferson students perform nationally, a standardized achievement test is given the second semester of the sixth grade year and student results are analyzed. The combination of the two tests assists the school in determining how well students are progressing (fourth grade district assessment) and at the end of their elementary schooling (national standardized test.) Jefferson school also is meeting the need of early readers by using an assessment system called Dibels. Dibels allows the school to identify both pre-reading and early reading skills that pupils will need to become successful readers. For example, during the 2004-05 school year 40% of kindergarten students were identified as at risk readers during the September evaluations. Information results were used to create small groups and tailor instruction to the pre-reading needs of the students. During the Mid-Year evaluations (January) the at-risk readers dropped to 25%. In the first grade, 39% were identified as at risk readers and only 10% in January. Jefferson is making a difference in the lives of students.

MATH. Jefferson fourth graders take a series of five math assessments during the year to measure student math achievement. The assessments measure, among other things, 1) Numerations & number sense, 2) Numbers in equivalent forms, 3) Ordering fractions/mixed numbers, 4) Computes change, 5) Computation and estimation, 6) Calculate perimeter & area, 7) Algebraic concepts, and 8) Interpret graphs/charts/tables. Students must score at least 51% to be proficient. Because we do not want to leave any child behind, those students who do not pass an assessment are re-taught and given an additional opportunity to show proficiency.

Part IV #2 – Use Data to Improve Student Performance

Primary formal assessments are nationally normed DIBELS, Accelerated Reader, the Developmental Reading Assessment (DRA), and Read Naturally (a computer program to help improve reading fluency).

The results of the DIBELS assessments are used to group students and determine appropriate instructional strategies to meet individual needs. The results indicate students who reach benchmark, those who need strategic interventions, and those who will benefit from intensive instruction. Students are assessed three times per year to determine growth and the need for additional instruction. DIBELS, Accelerated Reader, DRA, and Read Naturally are used to place students into heterogeneous groups with similar instructional learning needs in the areas of vocabulary, phonemic awareness, fluency, comprehension, and alphabetic principle. Students are moved from group to group as their learning level changes. Primary teaching staff members each take responsibility for an intensive group of four to eight students for an extra 30 minutes of language arts instruction each day. Staff members also meet weekly to discuss student progress and adjust teaching strategies.

Intermediate formal assessments include the Metropolitan Achievement Test (MAT 8) in grades 3, 5, and 6. The full battery is given at grades 3 and 6, and the short form is administered at grade 5. We use the information from the MAT 8 to monitor student progress in reading. Students that score below the 50th percentile are given additional reading assistance. One of Jefferson's NCA goals is the improvement of reading and the MAT 8 is used to help teachers adjust their teaching strategies to fit the needs of the students. Particular areas of focus have been reading comprehension and vocabulary development. Students also take the STAR Reading Assessment to determine their reading levels and Accelerated Reader to self-monitor reading fluency and comprehension. The staff use the goal setting charts provided by Accelerated Reader and teachers hold individual conferences with students to set weekly, monthly, and quarterly reading goals. Teachers are utilizing the Read Naturally Fluency program to help assess individual student reading fluency. Information from these assessments is used to select student curriculum at their appropriate level. DIBELS assessments are beginning to be used by the intermediate staff to provide more information about student comprehension and fluency.

The district writing assessments are required in the fall while the state writing assessment is given during the winter. All fourth grade students are required to take the district criterion-reference tests in the areas of reading and mathematics. Intermediate teachers use this information to help diagnose and guide instruction to improve academic achievement of all students. Teachers and students are given the opportunity to reteach and retest in order to master the state standards. The district is just beginning to test other intermediate grades with criterion referenced tests.

PART IV #3 – Assessment Data Communication to Students, Parents, Community

Student performance is assessed daily and shared with students by teachers and staff as part of the learning process at Jefferson. Assessment data, such as STAR, Accelerated Reader (AR) reports, DIBELS, and CRT data, is also shared with students to help them monitor their own progress and celebrate their success. Students are encouraged to set goals. Our quarterly progress reports allow students the opportunity to check their progress in meeting their goals. Some of our staff also have incorporated student led conferences during parent/teacher conference time to encourage students to take a more active role in their education. Parents are encouraged to participate once each semester in a parent/teacher conference. Parents also review progress reports each quarter. Data from STAR, AR, DIBELS, and CRT assessments is shared at this time. Individual California Achievement Test and Metropolitan Achievement Test data reports are distributed to parents. Total school assessment results are discussed in the school newsletter. Parents and community members are able to view assessment and student performance data on the Dept. of Education website. Our district's annual report also provides information about specific programs and student performance. The monthly Board of Education meetings are another way for the community to gain knowledge about student performance.

Part IV #4 – Ways of Sharing Successes

Jefferson School has shared and will continue to share its successes with other schools in the following ways:

- Jefferson newsletters are sent monthly to other elementary schools.
- Jefferson School invites the Norfolk Daily News to come to school for special events to take pictures and write up articles for the newspaper to share with the community.
- Jefferson teachers regularly share with Norfolk Public School district teachers at grade level meetings and at curriculum committee meetings.
- Jefferson teachers share in district staff development meetings.
- Jefferson School is developing a school web page so other schools, parents, and grandparents can keep in touch with Jefferson School's activities.
- Jefferson includes articles in *News to You*, a Central Office publication, which is distributed throughout the school district.
- Jefferson students and staff yearly attend a school board meeting to share new strategies that are successful at Jefferson.

Suggestions to further communicate Jefferson successes with other schools in the district:

- Invite a principal or school board member to visit our school when a class/classes are doing something special.
- Submit a photo of a classroom or school event to the Norfolk Daily News for the Scrapbook page.

PART V #1 - School Curriculum

In the Language Arts curriculum students are engaged in reading, writing, and spelling. The students participate in guided reading, working with words, self-selected reading, and read aloud. During guided reading the students are placed in ability based groups and instructed at their reading level. Working with words entails teaching how to read and spell words through interactive activities that build phonemic awareness. Self selected reading allows students to read books at their independent reading level based on their interest. Teacher read aloud models fluent reading and expression. The students participate in individual reading and assessment through the Accelerated Reading program; they work with partners, work on projects, and work in small groups. During writing the students are instructed in daily oral language, Six Trait Writing, guided writing, and the five step process. Daily oral language teaches students editing skills and strategies. The Six Trait process includes voice, organization, sentence fluency, conventions, word choice, and ideas. Guided writing helps to develop writing skills through mini lessons, conferences with students, and author's chair. They also use the five step writing process which involves pre-writing, rough draft, revising, editing, and publishing. The students work individually writing stories utilizing various genres, journaling, creating book reports, and summarizing. In the primary grades the students work in large groups through shared ideas and shared writing. In spelling the students participate in word wall activities, vocabulary awareness, and spelling strategies. These strategies include: look at the word, say the word aloud, read and spell the word aloud, and then write the word.

In math the students learn number sense, computation and estimation, measurement, geometry, probability, algebraic concepts, and problem solving. Number sense teaches students numeration systems and the skills to represent numbers in a variety of ways. Students will have quick recall of basic math facts and be able to use appropriate methods of computation. In measurement the students will estimate and measure using appropriate measuring instruments and units when solving problems. Geometry teaches the fundamentals of geometry from several perspectives. Probability teaches the use of statistical methods to represent and analyze data. Students will use Algebraic concepts and symbols and have the skills to analyze, represent, and solve a variety of problems. Students will use mathematical language and symbols to read, write and solve mathematical problems. The Primary students use manipulatives such as counters, place value blocks, and coins. Intermediate students use manipulatives such as geo boards, power blocks, clocks, and fraction pieces. Students are engaged through group activity and independent study.

Social Studies lessons involve the study of history, geography, political science, economics, behavioral sciences and current events. Students study Nebraska, American and world history. The study of political sciences focuses on the government systems necessary for developing individual civic responsibility. In economics the students learn about production, distribution, exchange, and consumption. Behavior science is the study of interaction among people. Science includes physical science, life science, earth and space, technology, and the history of science. In physical science the students will study the properties of matter, motion, and simple machines. Life science teaches the students the structure of living organisms, reproduction and heredity, and the life cycle. Earth and space science requires students to understand objects in the sky, the solar system, and weather. Technology encourages the use of computer with science.

In art, students are given the opportunity to create visual works of art that successfully convey a central thought based on ideas, feeling, memories, attitudes, or observations. Students examine, compare, select, and employ a variety of subjects, themes, symbols, and pictorial presentations to express ideas. Through art, students gain an understanding of the relationship of various cultures. Students are introduced to, become familiar with, and are able to safely use different art materials; they learn to select media techniques and processes having qualities and characteristics which enhance communication of their ideas, feelings, and moods.

PART V #2a - Reading Curriculum

Jefferson Elementary School has chosen to implement a balanced literacy program using the Four Block Teaching Model. This is a well rounded program that is supported by research, which includes an in-building team that discusses and re-examines compiled data from assessments. The Four Blocks are phonics, literature, basal/trade books, and writing (using 6-Traits).

The phonics block incorporates the Five Big Ideas in primary grades using First Hand Phonics as a basis while at the same time incorporating various other supplemental resources. The intermediate grades use word study based from the Scholastic Basal Series and other relevant resources.

The literature component includes student self-selected reading which is supported by the Accelerated Reading Program that allows students to individually select and read books at their own Zone of Proximal Development (ZPD).

In the guided reading block, teachers use basal and trade books to teach reading strategies, story elements, comprehension techniques, and vocabulary by utilizing small-group instruction at individual student levels.

Data is compiled through various assessment techniques including DIBLES and the CAT and MAT 8 tests. The team reviews these assessments to identify and direct teaching instruction. DIBLES is given three times a year while the CAT/MAT 8 tests are given in the spring each year.

Together with support services of Title I, ELL, and Special Education, student needs from at-risk to high ability learners are specifically addressed. Classroom teachers work with support services in a Class within a Class setting in the lower grades. Reading Recovery is a program that focuses on at-risk first grade students. Students in grades K-3 that are at risk for developing solid reading skills are provided more time to gain skills and instruction in intensive reading groups. In the upper grades, individual students receive intensive instruction in pull-out settings. High ability students are offered a weekly challenge class.

An important piece of our reading program is parent support in daily at-home reading and community involvement in monthly paired and shared reading times. Parent involvement is encouraged through monthly newsletters sharing ideas for enhancing student success in reading. A before school reading option is also offered to provide students with another non-structured time for personal reading. Our school library is also open for student use two days a week in the summer.

PART V #3 - Writing Curriculum

Jefferson Elementary School Staff pioneered **process** and **six-trait** writing more than a decade ago with a pilot project designed to enhance student's writing skills. Since then they have continued to train, improve and develop until the curriculum can now be described as follows:

The central goal of the writing curriculum is to produce skillful and confident writers, Working to achieve the goal by necessity includes all the specific competencies outlined in essential skills documents adopted by the Norfolk Public Schools.

With the goal in mind, implementation begins in primary classrooms as students focus on three of the **six traits**: *ideas*, *voice* and *conventions*. Teachers use and encourage students to use consistent writing vocabulary in order to develop continuity from classroom to classroom. The primary curriculum provides a wealth of developmentally appropriate strategies such as using six trait rubrics geared for young children, interactive writing, frequent individual writing and a variety of thinking, drawing, reading and speaking opportunities to establish a view of oneself as a reader/writer.

Building on that foundation, the intermediate curriculum expands the writing process by first reviewing the traits taught in primary and then incorporating instruction in and assessment of the remaining traits: *organization*, *word choice* and *sentence fluency*. Through literature, speaking/listening, extended practice and numerous opportunities to publish, students learn to skillfully compose, assess and revise their writing,. which may include: journaling, creating stories, answering questions, reporting research, content writing, or otherwise sharing their ideas.

Teachers also use technology as an instructional tool to promote good writing and research skills.

When students see themselves as readers/writers and have the skills and confidence to act on their perceptions, they are positioned for success in whatever endeavors they choose. In an academic setting, they have the confidence to continue to refine their skills, while in the world of work, they possess the skills to meet the challenges of employment.

Part V #4 - Instructional Methods

Jefferson Elementary strives to use methods of instruction that are wide, varied, and yet, individualized enough to meet the needs of all students in the classrooms. It is our goal that the methods we use make each student feel successful, challenged and important.

Reading and writing go hand-in-hand. The primary grades are grouped according to their instructional level as based on the results of our DIBELS assessments. Each teacher teaches one level and the students are grouped and taught according to their instructional level. These groups are fluid. The teachers meet weekly to monitor student progress and discuss instructional strategies. Effective teaching practices incorporate Four Block language instruction, Six Trait writing, intensive reading groups, and independent practice at each student's reading level. Oral presentation, publishing of student work, research projects using technology, book study groups, and cooperative learning are methods used by our intermediate teachers. The challenge and resource programs strive to expand on language arts instruction by developing projects at the student's independent instructional level.

Teachers use individualized instruction, calculators, computers, games, and math manipulatives. Teachers incorporate real-life experiences to keep student interest high and success attainable for all students.

Science and Social Studies instruction is presented so students with various learning styles are able to succeed. Many teachers in the intermediate grades departmentalize classes to best utilize the talents of our staff and to create student interest in the subject matter. Teachers in the primary grades develop cross-curricular multicultural units that include experiential learning activities and constructivist practices.

In addition to the instruction of the core curriculum, we, as the Jefferson community, strive to create an environment where all students feel important, safe, and successful. We focus on the strengths of the students by providing opportunities for all students to share their cultural background and their special talents in music, art, movement, and languages.

PART V #5 - Professional Development

Professional development is an integral part of being qualified educators today. Jefferson administrators, teachers, and support staff take time to work in groups, participate in a variety of seminars, plan lessons together, and collaborate in monthly meetings. Jefferson administrators encourage professional growth and will allow staff release time to attend workshops, meetings, and conferences.

Balanced Literacy-Four Blocks Model is offered by the district in twelve sessions, each semester. This class is designed to reach 1-3 level children to read, and at the 4-6 level to reinforce and extend reading. **Literacy Teams** meet for two hours per month in our building. This time is used by the K-3 teachers and support staff to discuss and use effective instructional strategies and assessments for literacy development.

Five Big Ideas was an in service to introduce current teaching trends in the major areas of literacy. The district's essential skills are complementary to this research.

Kindergarten Conference is a time when the educator learns strategies for social and academic success.

Multicultural Training is an ongoing plan that offers sensitivity awareness that impacts our students. This is a way of removing obstacles to learning and helps teachers interactive more effectively with students.

Six Trait Writing Workshops are designed to help teachers get started with analytical writing assessment and instruction. Teachers learn to evaluate student writing across six dimensions of performance using a rubric. The district uses a rubric for all writing assessments and the state writing rubric is comparable to ours.

DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to monitor the development of pre-reading and early reading skills.

Stop and Think Social Skills is a training where all staff to learn how to implement the school social skills program. Staff role play situations and review common procedures to help students make good choices about their behavior.

Planned training for 2005-06 includes **Step Up to Writing** for classroom teachers in grades 4-8. More training in **DIBELS** assessment and intervention strategies with Dr. Good has been scheduled for teachers in grades K-3. Building administrators will also take part in a **Balanced Leadership** training program.

Jefferson's professional development opportunities are driven by the North Central Accreditation goals. Those goals include the improvement of reading, the improvement of writing and the coordination of special services. Because of NCLB funding we have been able to provide many opportunities for staff development in research based reading instruction strategies. The Balanced Literacy-4 Block Model, the literacy teams, the five big ideas training, and the DIBELS workshops are all professional development activities that directly enhance and improve the instructional strategies teachers use to deliver the reading curriculum. The Step-Up to Writing workshops and the Six Trait trainings are related to the NCA writing goal. Jefferson implemented all day kindergarten during the 2003-04 school year and the statewide kindergarten conference offers staff new ways to complement instruction during an entire day as opposed to half day sessions. Jefferson's diversity and mobility rates demand that staff have an understanding of a variety of cultures and have skilled classroom management techniques; the Stop and Think Social Skills and the multicultural trainings address those needs.

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Reading Grade 3 Test Metropolitan Achievement Tests 8

Edition/Publication Year 2000 Publisher Harcourt Educational Measurement

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April				
SCHOOL SCORES					
Total Score	47				
Number of students tested	33				
Percent of total students tested	97				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Male (specify subgroup)	47				
Number of students tested	19				
2. Female (specify subgroup)	47				
Number of students tested	14				
3. F/R (specify subgroup)	39				
Number of students tested	18				
4. Paid (specify subgroup)	59				
Number of students tested	15				

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Reading Grade 3 Test California Achievement Test

Edition/Publication Year 5th ed Publisher CTB MacMillan/McGraw Hill

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month		March	March		
SCHOOL SCORES					
Total Score		61	49		
Number of students tested		42	31		
Percent of total students tested		100	100		
Number of students alternatively assessed		0	0		
Percent of students alternatively assessed		0	0		
SUBGROUP SCORES					
1. Male (specify subgroup)		52	37		
Number of students tested		14	14		
2. Female (specify subgroup)		67	54		
Number of students tested		17	17		
3. F/R (specify subgroup)		50	27		
Number of students tested		24	18		
4. Paid (specify subgroup)		73	67		
Number of students tested		18	7		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Math Grade 3 Test Metropolitan Achievement Test 8

Edition/Publication Year 2000 Publisher Harcourt Educational Measurement

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April				
SCHOOL SCORES					
Total Score	43				
Number of students tested	33				
Percent of total students tested	97				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Male (specify subgroup)	46				
Number of students tested	19				
2. Female (specify subgroup)	39				
Number of students tested	14				
3. F/R (specify subgroup)	43				
Number of students tested	18				
4. Paid (specify subgroup)	43				
Number of students tested	15				

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Math Grade 3 Test California Achievement Test

Edition/Publication Year 5th ed Publisher CTB MacMillan/McGraw Hill

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month		March	March		
SCHOOL SCORES					
Total Score		74	49		
Number of students tested		42	31		
Percent of total students tested		100	100		
Number of students alternatively assessed		0	0		
Percent of students alternatively assessed		0	0		
SUBGROUP SCORES					
1. Male (specify subgroup)		70	49		
Number of students tested		14	14		
2. Female (specify subgroup)		67	63		
Number of students tested		17	17		
3. F/R (specify subgroup)		59	49		
Number of students tested		24	24		
4. Paid (specify subgroup)		80	81		
Number of students tested		18	7		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Reading Grade 6 Test Metropolitan Achievement Test 8

Edition/Publication Year 2000 Publisher Harcourt Educational Measurement

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April				
SCHOOL SCORES					
Total Score	59				
Number of students tested	33				
Percent of total students tested	97				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Male (specify subgroup)	57				
Number of students tested	19				
2. Female (specify subgroup)	61				
Number of students tested	14				
3. F/R (specify subgroup)	47				
Number of students tested	14				
4. Paid (specify subgroup)	66				
Number of students tested	19				

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Reading Grade 6 Test California Achievement Test

Edition/Publication Year 5th ed Publisher CTB MacMillan/McGraw Hill

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month		March	March		
SCHOOL SCORES					
Total Score		43	42		
Number of students tested		38	39		
Percent of total students tested		97	95		
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		3	5		
SUBGROUP SCORES					
1. Male (specify subgroup)		49	49		
Number of students tested		19	18		
2. Female (specify subgroup)		47	44		
Number of students tested		19	21		
3. F/R (specify subgroup)		27	43		
Number of students tested		14	21		
4. Paid (specify subgroup)		61	55		
Number of students tested		24	18		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Math Grade 6 Test Metropolitan Achievement Test 8

Edition/Publication Year 2000 Publisher Harcourt Educational Measurement

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April				
SCHOOL SCORES					
Total Score	64				
Number of students tested	33				
Percent of total students tested	97				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Male (specify subgroup)	60				
Number of students tested	19				
2. Female (specify subgroup)	69				
Number of students tested	14				
3. F/R (specify subgroup)	45				
Number of students tested	14				
4. Paid (specify subgroup)	76				
Number of students tested	19				

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments Referenced Against National Norms

Subject Math Grade 6 Test California Achievement Test

Edition/Publication Year 5th ed Publisher CTB MacMillan/McGraw Hill

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month		March	March		
SCHOOL SCORES					
Total Score		75	72		
Number of students tested		38	39		
Percent of total students tested		97	95		
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		3	5		
SUBGROUP SCORES					
1. Male (specify subgroup)		71	73		
Number of students tested		19	18		
2. Female (specify subgroup)		74	69		
Number of students tested		19	21		
3. F/R (specify subgroup)		52	61		
Number of students tested		14	21		
4. Paid (specify subgroup)		82	81		
Number of students tested		24	18		

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Jefferson Elementary School Assessments State Criterion Referenced Tests

Subject Reading Grade 4 Test NPS CRT for 4th Grade

Edition/Publication Year 2001-02 Publisher Norfolk Public Schools

Testing month	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
SCHOOL SCORES					
% At or Above Basic	92	97	94		
% At or Above Proficient	87	94	86		
% At Advanced	81	83	77		
Number of students tested	37	35	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. <u>Male</u> (specify subgroup)					
% At or Above Basic	94	93	100		
% At or Above Proficient	88	87	89		
% At Advanced	81	73	83		
Number of students tested	16	15	18		
2. <u>Female</u> (specify subgroup)					
% At or Above Basic	91	100	88		
% At or Above Proficient	86	100	82		
% At Advanced	81	90	71		
Number of students tested	21	20	17		
STATE SCORES					
% At or Above Proficient		79	74		

Jefferson Elementary School Assessments State Criterion Referenced Tests

Subject Math Grade 4 Test NPS CRT for 4th Grade

Edition/Publication Year 2001-02 Publisher Norfolk Public Schools

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	100	100	91		
% At or Above Proficient	95	97	89		
% At Advanced	90	91	74		
Number of students tested	38	32	35		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Male (specify subgroup)					
% At or Above Basic	100	100	100		
% At or Above Proficient	94	100	94		
% At Advanced	88	93	83		
Number of students tested	17	13	18		
2. Female (specify subgroup)					
% At or Above Basic	100	100	88		
% At or Above Proficient	95	95	82		
% At Advanced	91	90	65		
Number of students tested	21	19	17		
STATE SCORES					
% At or Above Proficient	85		78		

Jefferson Elementary School Assessments

State Criterion Referenced Tests

Subject Reading Grade 4 Test NPS CRT for 4th Grade

Edition/Publication Year 2001-02 Publisher Norfolk Public Schools

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% At or Above Basic	100%	100%	---		
% At or Above Proficient	75%	90%	---		
% At Advanced	63%	60%	---		
Number of students tested	8	10	4		
2. Free-Reduced (specify subgroup)					
% At or Above Basic	100%	100%	100%		
% At or Above Proficient	88%	96%	100%		
% At Advanced	77%	77%	80%		
Number of students tested	17	22	10		
STATE SCORES					
% At or Above Proficient		79	74		

Jefferson Elementary School Assessments

State Criterion Referenced Tests

Subject Reading Grade 4 Test NPS CRT for 4th Grade

Edition/Publication Year 2001-02 Publisher Norfolk Public Schools

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic (specify subgroup)					
% At or Above Basic	100%	100%	---		
% At or Above Proficient	75%	90%	---		
% At Advanced	63%	60%	---		
Number of students tested	8	10	4		
2. Free-Reduced (specify subgroup)					
% At or Above Basic	100%	100%	100%		
% At or Above Proficient	88%	96%	100%		
% At Advanced	77%	77%	80%		
Number of students tested	17	22	10		
STATE SCORES					
% At or Above Proficient		79	74		